



# History Curriculum at TEAM Multi Academy Trust The Great Castle Quest



# History



## Vision

- History plays a crucial role in helping students understand their own identity and sense of place.
- The school seeks to provide important skills and knowledge for children to grasp the importance of a sense of time.
- Students will understand how local communities, cultures, Britain, and the wider world have developed through different historical periods

## Intent

Robust sense of chronology

Recognise key trends in historical and human development

Understand how events are linked & how trends in behaviour are driven

Develop an understanding of different versions of history

Learn to evaluate critically different sources of history

## Implementation

High quality teaching and learning experiences

Covering National Curriculum

Rigorous monitoring and evaluation

Development of resources

Use of external experts & resources

Enhanced enjoyment & Engagement

## Impact

Clear understanding of identity and place

Interconnected communities and culture

Deep knowledge of human interaction

Critical thinking and analytical skills

Application beyond the classroom

Informed and engaged citizens

## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and more over time, we believe it is crucial that our history curriculum develops both categories.

## Reviewing Prior Learning: Speak Like an Expert

**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

**Friday sessions**  
Dedicated sessions reviewing the week's learning helping to make connections.

**Format**  
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

**Benefits**  
Students develop strong retention skills, articulate historical knowledge &

## Chronology Development Through the History Curriculum

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1,046 BC	1,100 BC -146 BC
Period	<b>Dinosaurs alive in pre-history</b>	<b>Stone, Bronze &amp; Iron Age</b>	<b>Ancient Egypt</b>	<b>Shang Dynasty</b>	<b>Ancient Greece</b>
Event	<b>230 million years ago</b> – Dinosaurs Appear (Triassic) <b>200 million years ago</b> Dominant Land Animals (Jurassic) 66 million years ago – Dinosaur Ext	<b>Stonehenge built</b> (2,500 BC) <b>Skara Brae</b> (c. 3100 BC)	Beginning of <b>First Dynasty</b> (3100 BC) <b>Great Pyramid</b> of Giza built (2,500 BC)	Beginning of the <b>Shang Dynasty</b> (1600 BC) Han Dynasty Expands the <b>Silk Road</b> (206 BC)	The First <b>Olympic Games</b> (776 BC) Birth of <b>Democracy</b> in Athens (507 BC) The Reign of Alexander the Great
Lives	Mary Anning Richard Owen Jack Horner	The Amesbury Archer Cheddar Man The Lindow Man	King Narmer (Menes)/Hatshepsut/ Akhenaten/ Tutankhamun/Ramses II Cleopatra VII,	Fu Hao Qin Shi Huang Confucius	Socrates (c. 470–399 BC) Cleisthenes (570–508 BC) Alexander the Great (356–323 BC)
Encountered in	<b>Y1/2</b>	<b>Y3/4</b>	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y5/6</b>

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	<b>Roman Republic &amp; Empire</b>	<b>Mayan Civilisation</b>	<b>Saxons</b>	<b>Vikings</b>	<b>Norman – Medieval Britain</b>
Event	Rome becomes an <b>empire</b> , (27BC) Romans <b>invade Britain</b> under <b>Emperor Claudius</b> . (43BC) Roman soldiers leave Britain (AD 401-410)	<b>Maya Writing System</b> is Developed (300 BC) The Maya <b>Civilization</b> Reaches Its Peak (250 AD) <b>Mysterious Decline</b> (900 AD)	Battle of Mount Badon(AD 500) Battle of Camlann( AD 537) Battle of Edington (AD 878)	Viking raid on <b>Lindisfarne</b> (AD 793) Vikings capture York (AD 866)	<b>Battle of Hastings</b> (1066)
Lives	Augustus Caesar/Julius Caesar/Emperor Claudius/Boudicca	K'inich Janaab' Pakal Lady Six Sky	King Arthur/ King Alfred/St Bede	Ragnar Lothbrok/ King Guthrum Ivar the Boneless/Leif Erikson	William the Conqueror
Encountered in	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y3/4</b>	<b>Y3/4</b>	<b>Y3/4</b>

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	<b>Medieval Britain</b>	<b>Tudors</b>	<b>Stuarts</b>	<b>Maafa - Atlantic Slave Trade</b>	<b>Industrial Revolution</b>
Event	<b>Black Death</b> (1348) The Peasants' Revolt (1381)	Establishment of CofE (1534) Execution of Anne Boleyn (1536) Death of Henry VIII (1547)	<b>Great Plague</b> (1665) Great Fire of London (1666)	Portugal Begins the <b>Enslavement</b> of Africans (1441) <b>Slavery ends</b> in British Emp(1883)	Crimean War (1853-1856)
Lives	Richard II Edward III	Henry VIII/Anne Boleyn/Thomas Cromwell/Thomas Cranmer	King Charles II Thomas Farriner	John Wesley/William Wilberforce/ Olaudah Equiano	George Stephenson/IK Brunel Florence Nightingale
Encountered in	<b>Y5/6</b>	<b>Y5/6</b>	<b>Y1/2</b>	<b>Y5/6</b>	<b>Y5/6</b>

Time	1837 - 1901	1898 - 1926	1914 - 1945	1945 - Present
Period	Victorians	Heroic Age of Antarctic Exploration	World Wars	Modern Age
Event	Great Exhibition (1851) Education Act (1870)	Imperial Transantarctic Expedition (1914-1917)	<b>World War 1</b> (1914-1918) <b>World War 2</b> (1939-1945)	The Space Race Moon Landings (1969)
Lives	Samuel Wilderspin Queen Victoria	Sir Ernest Shackleton RF Scott	Amelia Earhart Queen Elizabeth II	Neil Armstrong
Encountered in	Y1/2	Y5/6	Y1/2	Y5/6

## The Great Castle Quest

**Subject: History**

**Year: 1/2**

**Term: Summer 1**

**National Curriculum Objectives**

**Key Objectives:**

- Learn about events beyond living memory that are significant nationally or globally.
- Describe the everyday lives of people in a period within or beyond living memory.
- Sequence significant information in chronological order.
- Understand the methods of enquiry i.e. how evidence is used.

**Key Questions**

**Key questions:**

How did castles evolve through the ages? What was life like during the Norman times? When was the Battle of Hastings and what happened? Where in the world are some of the greatest tunnels? Why should we remember The Great Escape? (**six key questions in History**)

**Curriculum coherence**

**Building Learning Power: Prior Learning**

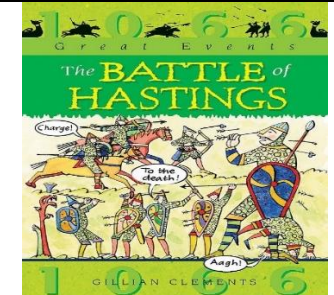
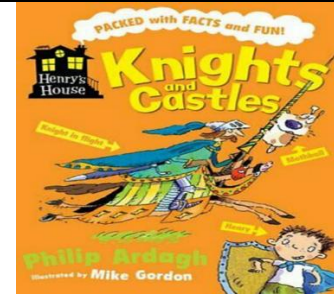
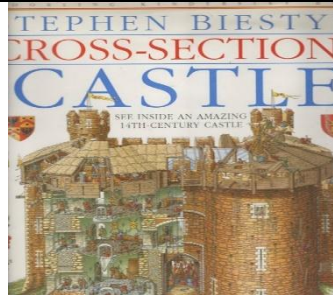
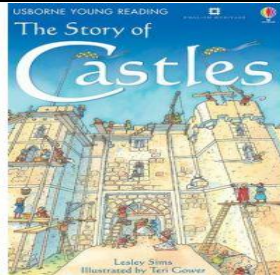
As students progress through the two-year rolling programme, their historical knowledge continues to build, connecting past lessons to new ones. In the Autumn term, they explored significant individuals like Mary Anning, delving into her contributions to science. Moving into the Spring, they journeyed into the realm of exploration with Neil Armstrong and Captain Scott, gaining insights into their adventures. Now, in the current term, they're transitioning to learning about castles and the Normans, where they'll explore medieval structures and historical conquests, connecting these lessons to their prior understanding of individuals and exploration. Looking ahead to the next academic year, the current Year 1 students will delve into the lives of significant individuals like Grace Darling, exploring her bravery and contributions. They'll also engage in a local history study, delving into the changes within and events beyond living memory, such as the history of Witheridge School and childhood. Concurrently, the current Year 2 students, having already explored these topics, will delve into the lives of kings and queens and further study events beyond living memory, focusing on the Great Fire of London. This structured approach ensures that each cohort builds upon their prior knowledge, forming a comprehensive understanding of history over time.

**Building Futures: Future Learning**

- **Foundational Understanding:** Students establish a chronological framework by learning about key historical events like the Norman invasion.
- **Conceptual Development:** They delve into the broader historical context, understanding motivations and societal impacts, laying the groundwork for more complex historical concepts in KS2.
- **Critical Analysis:** By learning to evaluate historical sources and perspectives related to the invasion, students develop critical thinking skills essential for analysing historical events in KS2.
- **Local Context:** Exploring how the invasion affected local communities provides students with a tangible connection to history, preparing them to explore local and global historical events in KS2.
- **Broader Connections:** Students place the invasion in broader historical narratives, setting the stage for understanding connections between different historical periods and events in KS2.
- **Continuity and Change:** Analysing the long-term consequences of the invasion helps students understand how societies evolve over time, a skill they will continue to develop in KS2.
- **Historical Significance:** Reflecting on the invasion's lasting impact cultivates an appreciation for the significance of historical events, encouraging students to explore the historical significance of events studied in KS2.

**Vocabulary:**

Motte and bailey, Normans, Anglo-Saxons, Battle of Hastings, William the Conqueror, defend, King Harold, enemy, moat, invade, portcullis, fortress, stone, keep, hill and fort.

**High Quality Texts:**

Development of Knowledge	Lesson	Content	Substantive knowledge	Disciplinary knowledge
	<b>Lesson 1</b>	<p><b>What is History? What is the role of a Historian? How do we think like a Historian?</b> (Use our class timeline to help). Do we need to make any additions? Changes? Share past vocabulary.</p> <p>Share topic title- Towers, Tunnels and Turrets. Introduce key vocabulary (wigdits)- Towers, Tunnels and Turrets: motte and Bailey, Norman's, Anglo-Saxons, Battle of Hastings, William the Conqueror, King Harold, moat, hill fort, stone keep, fortress, portcullis, invade, enemy, defend.</p> <p>(The words are on a wigdit sheet- already stuck in children's books).</p> <p><b>Key question- How did castles evolve through the ages?</b></p> <p><b>Elicitation task:</b> What do you know about castles? (spider diagram)</p> <p><b>What does evolve mean? Castles through the ages (teacher information and sorting pictures from CM).</b></p> <p><b>Evolution of Fortifications and Castles from 100 BC to 1300 AD</b></p> <ol style="list-style-type: none"> <li><b>1. Iron Age Hill Forts (circa 100 BC)</b> Iron Age hill forts were strategic structures built atop hills, surrounded by defensive ditches. They featured wooden walls for protection, creating a fortified environment for the inhabitants against invasions.</li> <li><b>2. Saxon Ditch and Rampart Castles (circa 500 AD)</b> Often constructed on former Iron Age hill forts, these castles had a ditch around the perimeter with the excavated earth used to create a rampart. This design included internal towns and provided a formidable barrier against enemies.</li> <li><b>3. Norman Motte and Bailey Castles (circa 1068 AD)</b> Early Norman castles consisted of a wooden keep on a man-made hill (motte), with a lower enclosed area (bailey) for servants. These were surrounded by a wooden fence and a ditch, sometimes filled with water for additional defence.</li> <li><b>4. Stone Keep and Curtain Wall Castles (circa 1150 AD)</b></li> </ol>	<p><b>Different Types of Castles and Fortifications:</b></p> <ul style="list-style-type: none"> <li>• Iron Age Hill Forts</li> <li>• Saxon Ditch and Rampart Castles</li> <li>• Norman Motte and Bailey Castles</li> <li>• Stone Keep and Curtain Wall Castles</li> <li>• Concentric Castles</li> <li>• Medieval Fortified Manor Houses</li> </ul> <p><b>Chronological Development:</b></p> <ul style="list-style-type: none"> <li>• Understanding the time sequence in which these fortifications were developed, from around 100 BC to 1300 AD.</li> <li>• Construction Techniques and Materials:</li> <li>• Learning how construction materials and techniques evolved over time, from wooden palisades to stone walls and eventually to complex concentric designs.</li> </ul> <p><b>Purpose and Function of Castles:</b> Insight into how castles served both as defensive structures and as residences or administrative hubs, reflecting their social and military significance.</p>	<p><b>Historical Inquiry and Reasoning:</b> By ordering the castles chronologically, children learn to think about history as a sequence of developments, each linked to specific times and contexts.</p> <p><b>Interpretation of Historical Changes:</b> Discussing the reasons for changes in castle designs, such as technological advancements or changing military tactics, helps children understand how and why history changes over time.</p> <p><b>Use of Historical Evidence:</b> Drawing the castles and discussing their features based on descriptions involves interpreting textual evidence, which is a fundamental historical skill.</p> <p><b>Critical Thinking and Analysis:</b> By comparing and contrasting different types of castles,</p>

	<p>Norman invasion, many motte and bailey castles were rebuilt in stone, significantly enhancing their strength. These castles featured a curtain wall with towers for defenders to monitor and repel attackers.</p> <p><b>5. Concentric Castles (circa 1270 AD)</b> Featuring dual layers of fortifications, concentric castles had both an outer and an inner wall, with the inner one taller and stronger. These structures often included multiple gatehouses and sometimes a moat for enhanced defence.</p> <p><b>6. Medieval Fortified Manor House (circa 1300 AD)</b> Serving as a central hub for lordly affairs, these fortified manor houses were constructed with strong walls from brick, stone, or wattle and daub. They featured few windows, a moat, and sometimes a drawbridge, providing a blend of residential comfort and fortified security.</p> <p>Learn about changes- discuss. Look at the timeline to focus on the different eras. <b>Activity One:</b> Children have a go at putting castles into chronological order. <b>Activity Two:</b> Look at six boxes- children to draw the castles in order of time 1-6. Children to talk about the changes.</p>		<p>children develop skills in analysis and critical thinking, noticing what changes and what stays the same.</p>
<p><b>Lesson 2</b></p>	<p><b>Recap of Previous Learning:</b> Refreshing their knowledge on how castles have changed over time sets a solid foundation for deeper exploration. Look at castle changes from last week- <b>what did we learn?</b> Share example on visualiser.</p> <p>Today we are going to learn about castles in more detail- <b>What Is a Castle?</b></p> <p><a href="#">Castles and Knights: The Features of a Castle - BBC Teach/ Twinkl</a> Location, moat, design, high walls, turrets, battlements, arrow slits, drawbridge, portcullis, door, bailey, keep.</p> <p>Castles around the world (photos).</p> <p>Would you like to live here? Why?</p> <p>Activity: Fill in Parts of a castle (CM).</p> <p>Why were castles important? Verbal discussion and written answer.</p>	<p><b>Features of a Castle:</b> Understanding specific architectural elements and their purposes, such as moats, high walls, turrets, battlements, arrow slits, drawbridges, and portcullises.</p> <p><b>Terminology and Function:</b> Learning terms like "bailey," "keep," and how these parts contributed to the castle's function as a defensive structure and residence.</p> <p><b>Global Perspectives:</b> Exploring castles around the world introduces diversity in design and adaptation to different landscapes and needs, broadening their understanding of how castles can vary.</p> <p><b>Daily Life and Utility:</b> Discussing the livability of castles and the roles they played in historical societies helps children understand the daily life and strategic importance of these structures.</p>	<p><b>Historical Inquiry and Interpretation:</b> Starting the lesson by recalling previous learning and using a visualiser to share examples helps reinforce memory and understanding, as well as interpretation skills.</p> <p><b>Critical Thinking and Comparison:</b> Asking students whether they would like to live in a castle and why encourages them to think critically about the advantages and disadvantages of historical living conditions.</p> <p><b>Analysis of Architectural Features:</b> Through the activity of filling in parts of a castle, children analyse the purpose and strategic design of different castle features, enhancing spatial and functional reasoning.</p> <p><b>Contextual Understanding:</b></p>

			Discussing the importance of castles in historical contexts allows students to explore the socio-political and military reasons behind their construction and evolution.
<b>Lesson 3</b>	<p><b>Recap of Previous Learning:</b> Share parts of a castle interactive activity. Can we fill these in? Discuss what each of the parts mean.</p> <p><i>What was life like during the Norman times? The Normans and the importance of castles.</i></p> <p>Who are the Normans? Where would they come on our timeline?</p> <p>What is a motte and bailey castle?</p> <p>You're a Norman living in a Motte and Bailey Castle – what is it like? How do you feel?</p> <p>Use factfiles to create a scene to act out to the class.</p> <p>What was a Motte and Bailey Castle?</p> <p>What was it like for the Normans to live in?</p>	<p><b>Understanding the Normans:</b> Learning about who the Normans were, including their origins, cultural background, and their place in history relative to other periods studied.</p> <p><b>Architecture of Motte and Bailey Castles:</b> Exploring what a motte and bailey castle is, focusing on its design, structure, and the purposes of its various parts such as the motte, bailey, palisades, and towers.</p> <p><b>Daily Life in Norman Times:</b> Gaining insights into what life was like living in a motte and bailey castle, including the social, economic, and defensive aspects.</p>	<p><b>Historical Interpretation:</b> Discussing the functions of different parts of the castle helps children understand how architecture meets both the practical and defensive needs of those who lived there.</p> <p><b>Empathy and Role-Playing:</b> Role-playing as a Norman in a motte and bailey castle fosters empathy and helps students imagine the daily lives of people in the past, enhancing their ability to connect personally with historical events.</p> <p><b>Timeline Placement:</b> Positioning the Normans on a timeline aids in developing a sense of chronology, helping students see the sequential nature of historical events and how they relate to one another.</p> <p><b>Analytical Skills:</b> Engaging in discussions about the strategic importance of castles and their features sharpens analytical thinking about why certain designs were chosen based on medieval warfare tactics.</p>
<b>Lesson 4</b>	<p><b>Recap of Previous Learning:</b> "Let's begin by recalling our last lesson about the Normans and motte and bailey castles. Can someone tell me what a motte and bailey castle is and share something about what it might have been like to live as a Norman in one of these castles."</p>	<p><b>The Normans:</b> Understanding who the Normans were, emphasising their origins, conquests, and cultural influences, especially post the 1066 invasion of England.</p>	<p><b>Critical Analysis of Historical Sources:</b> Students will evaluate various types of historical sources, including illustrations, fact files, and model texts, to develop a</p>







	<p>Share different sources of information on The Normans. Who are these pictures showing? What can you already tell me?</p> <p>The Normans fact file(Twinkl)</p> <p>The Normans: Model text:<a href="https://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/normans/includes/activities/pdfs/a_castle_eye_spy.pdf">https://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/normans/includes/activities/pdfs/a_castle_eye_spy.pdf</a></p> <p>Look at life for a Norman in a castle. Write a short informative description of life for a Norman in a castle. Share fact files. Create our own for display.</p>	<p><b>Norman Architectural Innovations:</b> Exploring the architectural features introduced by the Normans, such as the motte and bailey castles, and later stone keeps.</p> <p><b>Daily Life of Normans in a Castle:</b> Gaining insights into the daily routines, roles, and responsibilities of Normans living within castle walls during medieval times.</p>	<p>well-rounded understanding of the Norman period.</p> <p><b>Synthesis of Information:</b> By writing informative descriptions and creating fact files, students practice synthesising information from multiple sources to create a coherent picture of Norman life.</p> <p><b>Historical Empathy and Perspective-Taking:</b> Engaging with primary and secondary sources allows students to develop empathy and a deeper understanding of what life was like for the Normans, fostering a personal connection with historical figures and events.</p>
<p><b>Lesson 5</b></p>	<p><b>Recap of Previous Learning</b> – Begin the lesson by revisiting what was covered in the previous session about Norman life and castles, asking students to recall what they learned about the social and political landscape that led to the Battle of Hastings</p> <p>Look at Timeline of Key Events. What do we know about already? What time period have we been looking at? What period of history came before/ after?</p> <p><i>When was the Battle of Hastings and what happened?</i></p> <p><b>The Battle of Hastings in 1066. (Twinkl)</b></p> <p><b>Where would we plot the Battle of Hastings on our timeline?</b></p> <p>Learn about the battle and create a comic sequence.</p>	<p><b>Timeline of Key Events:</b> Understanding the chronological placement of major events, including the Battle of Hastings and its position relative to other historical periods.</p> <p><b>The Battle of Hastings:</b> Learning about what happened during the Battle of Hastings in 1066, why it was fought, who was involved, and its outcomes.</p> <p><b>Historical Context and Consequences:</b> Exploring the before and after of the Battle of Hastings, how it changed English history, and its long-term impacts on English and Norman societies.</p>	<p><b>Timeline Analysis:</b> Students will enhance their ability to use timelines to understand historical sequence and the relative timing of events.</p> <p><b>Cause and Effect:</b> Discussing why the Battle of Hastings happened and its consequences helps students grasp the concept of cause and effect in history.</p> <p><b>Synthesising Information into Creative Formats:</b> Creating a comic sequence based on the Battle of Hastings allows students to synthesise information creatively, helping them internalise and narrate historical events in an engaging way.</p>
<p><b>Lesson 6</b></p>	<p><b>Recap of Previous Learning</b> – Begin by reviewing the key events and figures discussed in previous lessons, especially focusing on the Battle of Hastings, to connect this lesson with the overarching theme of the Norman influence on medieval Britain.</p>	<p><b>Medieval Britain:</b> Exploring what life was like during medieval times, focusing on daily life,</p>	<p><b>Comparative Analysis:</b> Encouraging students to compare and contrast past lifestyles with today,</p>

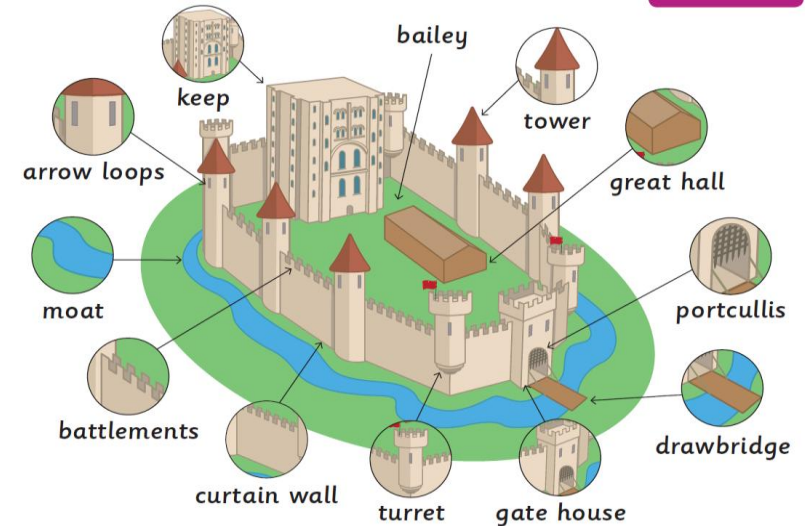
		<p>What is similar / different about the past compared to today? Show some images of medieval Britain so that the pupils have an idea of what the world would have been like when the story takes place. <a href="#">Castles and Knights: William the Conqueror - BBC Teach</a></p> <p>During the video, ask pupils to think about what they would do in each circumstance. Would they invade? Why? Why not?</p> <p>Activity: Role play/video -recreate what they saw in the video and perform their retellings for the class. Class to ask questions of each character. Show a picture of the Bayeux Tapestry and explain that 1000 years ago, many people could not read, so people told stories using images instead. Try to retell the story as a ‘tapestry.’</p>	<p>societal structure, and the role of castles and knights.</p> <p><b>William the Conqueror:</b> Learning about key figures like William the Conqueror, his contributions to British history, and specific events such as his decision to invade England.</p> <p><b>Storytelling Through Art:</b> Discussing the Bayeux Tapestry as an example of how people in the past communicated stories and historical events through images, not just written text.</p>	<p>understanding changes over time and the reasons behind these changes.</p> <p><b>Critical Thinking and Decision-Making:</b> During the video, asking students what they would do in William’s place fosters critical thinking and empathy, challenging them to consider the reasons behind historical decisions.</p> <p><b>Narrative Skills and Visual Literacy:</b> Retelling a story as a ‘tapestry’ enhances narrative skills and visual literacy, emphasizing the importance of non-verbal communication in historical documentation.</p>
<p><b>Assess &amp; Review</b></p>	<p><b>Lesson 7</b></p>	<p><b>Art and Storytelling Preparation:</b></p> <ul style="list-style-type: none"> <li>• Divide students into small groups and assign each group a specific aspect of medieval Britain, such as castles, knights, daily life, or key events like the Battle of Hastings.</li> <li>• Provide materials like paper, crayons, markers, and craft supplies for students to create artwork and illustrations related to their assigned topic.</li> <li>• Encourage students to also develop a short story or narrative to accompany their artwork, focusing on key details and facts they have learned.</li> </ul> <p><b>Speak Like an Expert Creative Showcase:</b></p> <ul style="list-style-type: none"> <li>• Arrange a showcase event where each group presents their artwork and storytelling to the class or school community.</li> <li>• Allow students to display their creations on tables or walls, and provide time for visitors to walk around and view each exhibit.</li> <li>• Invite students to take turns sharing their stories aloud, with support from their group members if needed.</li> </ul> <p><b>Informal Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe students' engagement with their artwork and storytelling, noting their ability to communicate key facts and details about medieval Britain.</li> <li>• Encourage peer interaction by allowing students to ask questions and share their thoughts about each other's work.</li> <li>• Provide positive feedback and encouragement to each group, focusing on their effort and creativity.</li> </ul> <p><b>Reflection:</b></p>	<p><b>Understanding of Medieval Britain:</b> Children will gain knowledge about daily life, castles, knights, and key events such as the Battle of Hastings. They will learn about the roles and activities of people living in medieval times, including lords, ladies, knights, and peasants.</p> <p><b>Knowledge of Key Historical Figures and Events:</b> Students will become familiar with significant historical figures like William the Conqueror and events like the Norman Conquest and the Battle of Hastings.</p> <p>They will learn about the reasons behind the Norman invasion and its impact on British history.</p> <p><b>Awareness of Artistic Expression:</b> Children will explore artistic mediums such as drawing, painting, and storytelling to express their understanding of medieval Britain.</p>	<p><b>Historical Inquiry and Understanding:</b> Through researching and preparing their artwork and stories, students engage in historical inquiry by seeking information about medieval Britain.</p> <p>They develop an understanding of historical concepts and events by applying their knowledge to creative projects.</p> <p><b>Critical Thinking and Interpretation:</b> Students analyse and interpret historical information to create artwork and stories that accurately represent their understanding of medieval life and events.</p> <p>They make decisions about how to best convey key details and facts through their creative expression.</p> <p><b>Communication and Presentation Skills:</b></p>

		<ul style="list-style-type: none"> <li>• Conclude the activity with a group reflection session where students discuss what they enjoyed most about the project and what they learned.</li> <li>• Prompt students to reflect on their own contributions and those of their peers, fostering a sense of teamwork and collaboration.</li> <li>• Encourage students to express any questions or curiosities they still have about medieval Britain, fostering ongoing interest in the topic.</li> </ul>	<p>They will develop an appreciation for visual representation as a means of communication and storytelling.</p>	<p>The showcase provides an opportunity for students to communicate their knowledge and ideas to others in a public setting. Students practise presenting their artwork and stories, enhancing their communication and presentation skills.</p> <p><b>Collaboration and Peer Learning:</b> Working in small groups encourages collaboration and teamwork as students share ideas, resources, and responsibilities. Peer interaction during the showcase allows students to learn from each other and engage in discussions about medieval Britain.</p>

<b>Normans</b>	People from a place called Normandy, who were very brave and strong fighters.
<b>Anglo-Saxons</b>	People who lived in England a long time ago, wearing funny hats and living in small villages.
<b>Battle of Hastings</b>	A big battle that happened a very long time ago between two groups of people who wanted to be kings of England.
<b>William the Conqueror</b>	A king who won the Battle of Hastings and became very famous.
<b>King Harold</b>	A king who fought bravely in the Battle of Hastings but lost.
<b>Motte and Bailey</b>	A type of castle with a big hill (motte) and a yard (bailey) around it.
<b>Keep</b>	The strongest and safest part of a castle where people lived.
<b>Moat</b>	A big ditch filled with water around a castle to keep enemies away.
<b>Portcullis</b>	A heavy gate made of metal bars that goes up and down to keep bad people out of castles.
<b>Hill</b>	A big bump in the ground that's higher than everything around it.
<b>Fort</b>	A special place with strong walls where soldiers live and work.
<b>Invade</b>	When bad people come into your land without asking and cause trouble.
<b>Defend</b>	Protecting something from being hurt or taken by bad people
<b>Enemy</b>	People who want to hurt or take things from you
<b>Fortress</b>	A really strong castle that's very hard to break into.

## Castles through the ages answer sheet

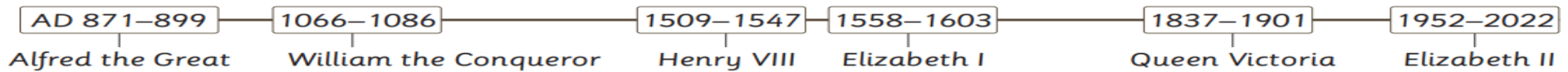
Image	Information
	<b>1. Iron Age hill forts c. 100 BC</b> Iron Age hill forts were built on the top of hills and surrounded by ditches. Wooden walls were built around the fort to protect the people inside.
	<b>2. Saxon ditch and rampart castles c. 500 AD</b> Saxon ditch and rampart castles were often built on the sites of old Iron Age hill forts and sometimes had whole towns inside them. A ditch was dug around the perimeter of the castle, and the spare earth was formed into a rampart – a tall mound of earth that was difficult for enemy soldiers to scale.
	<b>3. Norman motte and bailey castles c. 1068</b> The first motte and bailey castles were made from wood. A secure keep stood on the top of a man-made hill with steep sides. This was called the motte. The large area at the bottom of the motte contained buildings for servants to live and work in. This was called the bailey. The whole castle was surrounded by a wooden fence and a ditch which was sometimes filled with water.
	<b>4. Stone keep and curtain wall castles c. 1150</b> Many wooden motte and bailey castles were rebuilt in stone after the Norman invasion. They were much stronger than wooden castles and were more difficult to attack and destroy. The curtain wall that surrounded the castle often included towers from which castle defenders could watch for and attack enemies.
	<b>5. Concentric castles c. 1270</b> Concentric castles were almost like two castles in one. They had an outer wall with a gatehouse and an inner wall with one or more gatehouses. The inner wall was often taller than the outer wall. Some concentric castles had a moat for extra protection.
	<b>6. Medieval fortified manor house c. 1300</b> Fortified manor houses were usually the central hub for an area where the Lord would live and conduct his legal and business affairs. They were built in brick, stone or wattle and daub and had few windows. Many were surrounded by strong walls, and



65 million years ago	410 AD	1066AD	1066 AD	1066 AD	1666 AD	1838 AD	1839 AD	1912 AD	1969AD	2024 AD
Dinosaurs lived on the Earth for millions of years before they disappeared	Anglo-Saxons came to England from far away places. They brought their own languages and ways of living	William the Conqueror comes to England and wins the Battle of Hastings	King Harald loses the Battle of Hastings	After the Battle of Hastings William the Conqueror is crowned King of England.	A huge fire burned down much of the city of London, changing how the city looked forever.	Grace Darling was a brave lighthouse keeper's daughter who helped save shipwrecked sailors.	Mary Anning was a famous fossil hunter, who discovered fossils of ancient sea creatures.	Captain Scott led an expedition to the Antarctic. He tragically died on the return journey	Neil Armstrong, became the first person to set foot on the moon.	Today

## Timelines

A timeline shows important events in chronological order. This is a timeline of six significant sovereigns. The numbers represent the dates of their reigns.



Alfred the Great was a wise and brave king. He converted his Viking enemy to Christianity, and they became friends. He united the English kingdoms. He valued education and created schools to teach his people.



William the Conqueror invaded England and defeated Harold II at the Battle of Hastings. He had absolute power. He created the feudal system and built many castles to protect his kingdom.



Henry VIII was famous for marrying six times and creating the Church of England. He was also power hungry. He closed the monasteries, strengthened the Royal Navy and made laws without parliament.



Elizabeth I was intelligent, brave and loved by her people. She spoke many languages and supported the Arts. She never married and proved that a woman could rule a kingdom alone. She supported explorers and defeated the Spanish Armada.



Queen Victoria reigned for 63 years. She supported charities, new technologies and inventions. She also increased the size and power of the British Empire. She was married to Prince Albert and had nine children.



Elizabeth II was the monarch and the Head of the Commonwealth for 70 years. She performed many royal duties, such as opening parliament and giving awards. She led the country's celebrations, supported charities, hosted state banquets and met world leaders.



